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ABSTRACT

An approach to teaching the paradigmatic and reciprocal uses of the "se" construction in Spanish is presented. A system of eight basic categories of the paradigmatic reflexives is outlined, including "do-it-yourself," reciprocal, reflexive of change, consumer, reflexive of interest, optional, change of meaning, and reflexive-only classifications. Textbook treatments of the constructions are reviewed, and the common limitations found include partial explanations, misleading information such as the use of incomplete English translations, erroneous information, and drills that do not help the teacher recognize student problems. The proposed approach focuses on the order of presentation of the categories of uses and on the nature of the drills and practice items. The categories are grouped for presentation in this order: reflexive of change, preferably presented separately for animate and inanimate subjects; change of meaning; reflexive-only and optional; reflexive of interest and consumer; and "do-it-yourself" and reciprocal. Practice exercises requiring creative responses, including guided questions, guided dialogues, and transformation exercises are recommended and some samples are appended. (MSE)

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ABSTRACT

TEACHING THE 'SE' CONSTRUCTIONS IN SPANISH": A COMMUNICATIVE APPROACH

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and
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In order to master the paradigmatic and reciprocal 'se' constructions in Spanish, a new approach to class presentation is needed. The authors propose a classification system of such 'se' constructions, using a theoretical base, modifying Guitart's 1978 model. After an examination of some college level text explanations, the authors demonstrate a new pedagogical approach, giving examples of practical classroom exercises.

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TEACHING THE 'SE' CONSTRUCTIONS IN SPANISH: A COMMUNICATIVE APPROACH

JoAnn Parla, D'Youville College
and
Jenifer Chambers, Cornell University

(This is a revised version of papers previously presented at the Indiana University of Pennsylvania and Niagara Linguistics Society)

It seems that students have a great deal of difficulty in employing Spanish constructions with 'se' especially in creative, non-guided activities. An examination of some college level textbooks reveals that the root of this problem may be in the presentation of this grammar point, which we feel is inadequate.

In an effort to present a positive solution to the problem, we have endeavored to survey theoretical and descriptive treatments of these constructions such as those of Schroten (1972), DeFazio (1971), Roldán (1971), and Guitart (1978) among others, and to compare them to the presentation in several texts. This study is limited to the paradigmatic 'se' constructions, those which use 'me', 'te', 'se', 'nos', and 'os', or in the case of reciprocal constructions, 'nos', 'os', and 'se'. Since we consider the impersonal and passive 'se' constructions complex enough to merit separate attention, we do not include them here.

We will first outline several major categories of uses of reflexive pronouns, based on a modified version

of Guitart's 1978 classification. We will then critique several textbooks. Finally we will describe a pedagogical approach to the uses of the reflexive pronouns, based on communicative competence, and we finally give sample activities.

Guitart's categorization of 'se' constructions distinguishes between at least six different classes of uses of these pronouns, and also involves the relabeling of certain traditional categories. In general, his classification does not appeal solely to syntactic criteria, that is, subject-object relations or intrasitivity, but rather to semantic and pragmatic ones. We follow Guitart in his insistence on the importance of what the constructions mean and how they are used, and also disregard purely syntactic criteria in favor of a semantic approach.

We are proposing that there are eight basic categories of the paradigmatic reflexive, and provide an appendix (Appendix A) at the end of this paper, listing some verbs in each category. We do not claim to have created any of these categories afresh, but we know of no author who classifies paradigmatic reflexives exactly as we do.

A first major category, often referred to as the

"true reflexive" (Hadlich 1971) are those verbs where the subject and object are generally thought of as being one and the same, and the subject performs the action of the verb upon itself. We employ the terms 'do-it-to-yourself' and 'self-inflicted' for this category. (Guitart 1978). Thus, 'Juan se lava' can be interpreted as 'Juan lava a Juan.' Students tend to have the fewest problems with these, since the main emphasis in texts is on this type of construction and almost always a correlation with the English '-self' is made, as in "John washes himself."

The same holds true for the second major category, the reciprocal reflexives. Again, the relationship of subject to object is clear, and often triggered by an English equivalent of "-self" or "each other". Thus, 'se conocen', 'nos conocemos', or 'os conocéis' can be more easily related to the reflexive pronoun in the mind of the English speaker. After these two initial categories, the resemblence to any literal English equivalent diminishes, and a reliance on this approach must be abandoned in favor of a more pragmatic and semantic one. But before we discuss the latter, we will describe the remaining six categories.

The third category, reflexive of change, encompasses a wide range of verbs and situations. This category has two major sub-divisic change for animate

and change for inanimate subjects. The reflexive of change can also be seen as the 'get' or 'become' reflexive. To exemplify, 'Juan está enojado' is semantically related to 'Juan se enoja', as pointed out by DeFazio (1971) and can be viewed as John's becoming angry, a change in his emotional state. There is not a direct relationship between the subject and object, as in the first two categories. Obviously, 'Juan se enoja' does not mean *'Juan enoja a Juan. The reflexive pronoun is only a semantic marker. We agree with Guitart's breakdown of this category into various types of change for animate subjects: change of position, change of mood (emotional or mental state), change of civil or legal status, and chage in health or physical being. Guitart would consider some verbs that we have previously included in the 'do-it-to-yourself' category to actually be reflexives of change. An example is 'lavarse', 'to get washed' rather than to 'wash one's self.' However, for teaching purposes, we feel it is best to include this type of verb in the 'do-it-to-yourself' category because of the strong emphasis in most texts between these verbs and the English equivalent of '-self'. We do agree, nevertheless, that some verbs in the 'do-it-to-yourself' category may overlap in certain contexts with the category of change. To cite one specific example, 'Juan se afeita en la barbería' does not mean that *'John shaves himself' nor *'Juan afeita a Juan' but rather that 'John gets shaved at the barber

shop, showing a change from not being shaved to being shaved. In this case, 'afeitarse' could be viewed as a reflexive of change rather than a self-inflicted reflexive.

What we consider as the reflexive of change for inanimate subjects has often been called the 'reflexive for unplanned occurrences' (Bull 1965; Hadlich 1971) with such examples as 'El agua se sale del cuero' or 'La puerta se abre'. We feel that the label 'reflexive for unplanned occurrences' is often misleading. We choose not to use the traditional name for this category since there are many situations which are not planned, e.g. in 'sorprender' or 'estornudar', which are not used with this type of construction. In the inanimate change reflexive, when a person is involved, a dative of interest may be added with these verbs, e.g. 'Se le perdió la llave' or 'Se te rompió la camisa.' Obviously, the key cannot lose itself nor can the shirt tear itself. The idea transmitted is that of change: the key goes from being 'not lost' to 'being lost' and the shirt from 'not torn' to bein 'torn'.

A fourth major category that we also take from Guitart's classification is the consumer reflexive. The reflexive is used here to signal the consumption of an implied quantity. Hence, 'Me comí una manzana' can be

contrasted with 'Comí manzanas'. The consumption can be literal or figurative, for examples, 'Me leí el libro' indicates that the speaker read the book from cover to cover, whereas 'Leí el libro' merely implies that the book was read. The reflexive is only used for the marked cases. (Guitart, personal communication).

The next category, the reflexive of interest, resembles the reflexive of consumption, but differs in that the use of the reflexive of interest is not related to the idea of an implied quantity. In this category, the reflexive pronoun is an indicator of the subject's interest. 'Me compré un coche nuevo' can be restated as 'Compré un coche nuevo', the former indicating a stronger or more emphatic statement of interest than the latter. In this category, unlike in the previous category of consumption, mass nouns may be used as well, 'Me compré ropa' and further, indefinite sums are permitted, 'Nos compramos casa.' (Guitart, personal communication).

A sixth category, the optional reflexive, exists because there are a limited number of verbs which mean the same thing, whether or not they are used reflexively. This differs from the self-interest category in that the presence of the reflexive pronoun does not really alter meaning. 'Me desayuné' and 'Desayuné' refer to the same thing, and the difference is stylistic. (Guitart, personal

communication).

Our seventh category is the change of meaning reflexive. The criterion is that every verb we include here has a non-reflexive counterpart with an entirely different meaning. Examples are: 'acordar'/'acordarse', 'negar'/'negarse'. Any verb in this category should be regarded as having a separate entry in the speaker's lexicon. Thus, 'acordar' and 'acordarse' are two different verbs. It might be argued that in other categories the use of the reflexive pronoun involves a change in meaning vis a vis the non-reflexive counterpart. However, in those other constructions, the meaning of the stem remains the same; whereas, in the change-of-meaning category, it changes and the reflexive pronoun should be viewed actually as part of the verb and not simply something that is added.

The last category is the 'reflexive-only' construction, that is, the reflexive pronoun is a part of the verb and there is no non-reflexive counterpart. For example, there is no *'quejar' or *'atrever'. This last category is perhaps a subset of the 'change of meaning' construction in that 'se' is actually part of the verb. However, we feel it is necessary to separate it, because there is no non-reflexive counterpart.

It is evident that the lines between categories may in some cases be blurred. Often contextual clues give us the category rather than vice-versa. To us, the most important thing is that a teaching model reflect the existence of these categories and that the instructor not classify veerbs such as 'enojarse', to cite one salient example, as a 'do-it-to-yourself' reflexive, when obviously, this is not the case.

One major problem in teaching these constructions is that teachers and students have the tendency to rely very heavily on textbooks for grammar explanations. Students in particular, seem to think that there is something almost sacred about the book. It is important then, that teachers examine their texts critically to determine how grammar presentations will appear to students who may believe very literally every word that the text says. We have examined six beginning level college texts to see how the 'se' constructions are treated. Although there are differences in how each book presents the material, there seem to be many things that the books have in common regarding the introduction of these constructions. First of all, the texts usually begin by introducing the reflexive pronouns in a chart form, usually with accompanying English translations of 'myself, yourself' and so forth. Normally a verb such as 'lavarse' or 'levantarse' is then conjugated as an example

to show that the first person singular pronoun goes with the first person singular verb conjugation and so on. Then, every text examined begins the grammatical explanation with a paragraph regarding the 'do-it-to-yourself' reflexive construction. In all cases this is the primary explanation and in many cases, the only one. Two texts, Neale-Silva 1978 and Segreda and Harris 1976, do include a short explanation that some reflexives are the English equivalent of 'to get' or 'to become'. Only two, Segreda and Harris 1976 and Noble and Lacasa 1977, indicate that a reflexive may change in meaning from its non-reflexive counterpart.

All of the texts examined are guilty of only giving partial explanations of the uses of the reflexive pronouns. Considering that in most institutions the intermediate Spanish course serves as a review rather than as a developmental presentation of grammar, and that in many the students may only take one year of a language, we feel that it is an error to only give intentionally partial explanations of grammar to first year students. When one considers that the majority of verbs requiring reflexive pronouns are of the change type and that many other types exist, it is unfair to the student to teach only a 'do-it-to-yourself' category. If the student is aware only that the reflexive pronoun can signify '-self', he will be confused when he encounters such verbs as

'irse', 'quedarse', and 'acordarse', and may actually think that an example such as 'Paco se aburre' literally means *'Paco bores himself.' Also, when a student is trying to create his own sentences and wants to say, for example, 'Mary got sick', he will probably never use a reflexive construction if all he knows is that reflexive pronouns are used when the subject performs the action upon itself, or when the pronoun translates in English as '-self'.

A second common fault of the texts examined is that they give misleading information to the student. Obviously, partial information can be misleading if the student does not realize that the information is only partial. But there are many other ways that textbooks mislead the student. One of the most common ways, in our opinion, is the use of English translations when presenting the paradigm of reflexive pronouns. If the student sees a chart equating 'me' with 'myself' it will be very hard for him to get away from the idea that 'me' does not always have that meaning.

The Allen, Sandstedt, Wegman (ASW) 1976 text offers this explanation of the reflexive: "...the action of the verb reflects back to and acts upon the subject of the sentence" (ASW 1976:181-2). Then it gives a list of pronouns with English translations, and says, "The

following are reflexive verbs: 'divertirse', 'irse', 'lavarse', 'despertarse', 'llamarse', 'quedarse', 'quitarse', 'sentarse'." (ASW 1976:181-2). How will the student possibly understand the meaning of 'irse' or 'quedarse' in this context?

Other books state that the reflexive pronouns are always direct objects or indirect objects. One such text is Anderson 1978:159, who states this after first giving the example 'Me voy' and 'Date prisa'. He then goes on to include a section about intransitive verbs used reflexively. In this part he gives the examples 'nos vamos', 'se duerme', 'se le caen los pantalones' and 'ella se queda', stating only that "the subject is involved in the action even more fully than when the verb is not reflexive, often making necessary a different translation." He never mentions what intransitive means, and furthermore, his explanation could lead students to believe that the reflexive would be optional in the examples if the subject were not involved "fully". It becomes obvious after examining two or three texts that, first, by only giving partial information, and second, by grouping reflexive verbs improperly, it is easy to confuse the student.

The third fault of the texts is that they often offer erroneous information, such as that the pronouns are

always direct or indirect objects. Again, when confronted with examples as 'Juan se enfada' or 'No me acuerdo', the student will be confused. The most serious example of erroneous information in the texts we examined, however, is in Neale -Silva 1977b:120. He offers such examples as,"'Bebimos tres cocteles'. 'We drank three cocktails'. 'Nos bebimos tres cocteles.' 'We drank three cocktails'. (they were very good, we over did it, etc.), or 'Llevamos las flores a casa.' 'We took the flowers home.' (when others weren't looking)." Without explaining the examples further, which are so poorly translated, the student is expected, on the basis of what is given above, to explain the difference between sentences like 'Calla, hombre' and 'Cállate, hombre' and 'Me volví a mi casita' and 'Volví a mi casita'. It is no wonder that students have problems with reflexives!

Problems with textbooks do not stop with grammar explanations. Drills often leave much to be desired. Unfortunately, in almost all cases, the exercises are hardly more that paradigm practice involving placement of the correct pronoun with the correct form of the verb. Because of this, it is not going to be immediately obvious to the teacher that the students may have problems with the reflexives. If all the student has to do is put the pronouns with the verb forms, what does it matter if the verb is 'lavarse', 'casarse', 'acordarse' or even,

'ploptarse'? Not only is most of the emphasis on verbs of the 'do-it-to-yourself' type, but for the most part, the drills involve using only the reflexive without contrasting it with the non-reflexive. Neale-Silva 1977a, for example, does not include any non-reflexive responses in all of his exercises. Students need to be faced with choices; they need to think, to be able to understand what they are doing. After all, we are not in the business of training parrots. Drills must be created that help the student internalize and successfully use the grammar.

Because of the numerous problems with textbook presentations of 'se' constructions, a pedagogical model for the paradigmatic reflexive verbs should concentrate on two areas: first, the order of the presentation of the various categories of uses, and second, the nature of drills and practice items for these uses.

We have previously outlined eight major categories; to summarize: 'do-it-to-yourself', reciprocal, change, interest, consumer, change-of-meaning, optional, and 'reflexive-only'. However, we do not feel that it is necessary to give a separate class presentation for each category; they can be grouped together, in many cases, for this purpose.

The first knowledge that the student receives

regarding reflexive verbs is apt to make the most enduring impression. Thus, first presenting the "self-inflicted" reflexives may erroneously imply that all 'se' verb constructions have the same subject and object, only adding to any confusion the student may develop. We suggest that a good model begin with the reflexive of change and its various sub-categories. Since this division encompasses the widest variety of situations, the student will be able to grasp the concept that the reflexive of change 'se' verb construction relates to the semantic domain as well as to the syntactic. The student would then see that 'Mamá se acuesta', for example, does not at all imply the same type of action that 'Mamá acuesta al niño' does, and that all 'se' verb constructions do not have the same subject and object. Further, the student could see that 'Yo me divertí en la fiesta' does not imply in any way that *'I gave myself a good time at the party.' Students don't always have the benefit of an English equivalent that triggers the use of the reflexive pronoun when needed. For example, a student seeing the English sentence 'I enjoyed myself at the party' might use 'Me divertí' but he would not be likely to say 'Me enamoré de María' without knowing that the reflexive pronoun can indicate change, whether it be physical, emotional, mental, civil, or health.

The change reflexive for inanimate subjects

should be pointed out separately. Again, we emphasize that the so-called 'reflexives for unplanned occurrences' is an empty-shell category, and tends to confuse students. Surely, the students can envision a sentence such as 'Se me cayó el libro' better as a change, emphasizing the speaker's interest in the book's falling. Certainly, the book did not *'fall itself' on anyone!

At this point, in keeping with the 'change' theme, it would be a good idea to present verbs that change in meaning when they are made reflexive. The student may observe that there is overlapping in categories. Although many of the change of meaning reflexives do fall into other categories, it is necessary to teach them separatley since the student will undoubtedly wonder why, for example, there is no 'se' with 'acordar' in some sentences, while in others it is present, or he may assume that like 'lavar' and 'lavarse', 'acordar' and 'acordarse' involve basically the same type of contrast. It can be pointed out that the use of 'se' for verbs in this category is an inseparable part of the lexical entry for the verb. Here, for example, one could cite: 'Se muere de hambre' as opposed to 'Muere de hambre" (a change from figurative to literal meaning) or 'Me llamo José pero me dicen Pepe' as opposed to "Llamo a Juan' (a change of lexical item).

Next, one would present the 'reflexive-only' and optional constructions. The function of 'se' is mainly related to the meaning that the verb conveys. Since the optional category has such limited entries, it need not be emphasized. The 'reflexive-only' list, including for example, 'quejarse' points out that some verbs do not have a non-reflexive counterpart. The student will see that 'se' can be part-of-the-verb, or part of a lexical entry, often changing the meaning or implication of a sentence. Moreover, the instructor would again be de-emphasizing a reliance on the English equivalent, i.e. '-self'. Since the student cannot always rely on this marker in English, grammatical explanations should not build upon such a reliance.

The next set of categories to be presented would be the reflexive of interest and the consumer reflexive. Students can see that 'Me tomé un vaso de leche' differs from 'Tomé leche' semantically and contextually. At the same time, they can understand a dative of interest in the sentence, 'Me construí una casa.' The student can grasp the speaker's interest in having a house built, although he may not have built it himself.

Our pedagogical model ends with a presentation of the 'do-it-to-yourself' and reciprocal constructions. At this point, the student may feel relieved to know that

there is indeed a substantial number of reflexive verb constructions which do imply that the subject and object do have a grammatical as well as a semantic relationship. 'Yo me baño' does mean 'I bathe myself' and 'Se conocen' does mean 'They know each other.' Of course, again, there is overlapping. 'El se suicidó' is both self-inflicted and 'reflexive-only'. Any cases of overlapping should be pointed out as it helps rather than hinders. The student can think of a use of the reflexive pronoun in terms of one or more categories, and thereby increase his assurance that the reflexive form must be used.

Finally, the best of pedagogical models cannot be efficiently implemented without providing for meaningful practice. As pointed out in our critique of textbooks, most often drills only emphasize paradigm practice. Thus, the potential errors of students are not immediately evident. Practice exercises should be set up which emphasize the various uses of the 'se' verb constructions, even if instructors must make their own materials. We need exercises employing creative responses from the students. Such exercises would include guided questions, guided dialogues, and transformation exercises, that not only practice different types of reflexive constructions, but which also contrast the reflexive and non-reflexive uses, and we include an appendix (Appendix B) at the end of this paper of some such exercises.

In conclusion, it is our belief that students can be effectively taught reflexives in a way that stresses communicative competence -- grammatical as well as semantic/pragmatic relationships. Students need not rely on English equivalents or 'cues' or need not be mislead by faulty translations such as 'I call myself' for 'Me llamo' (My name is...). These tend to confuse students and do not prepare them for practical situations of communication. After all, we must be guided by students' performance, independently of patterned drills. If students continue to say, *'Enfadé con Carlos', it is because they cannot relate an English equivalent to a Spanish counterpart. However, if they can rely instead on a category that states that a 'se' construction is used to indicate a 'change of emotion', they may learn to employ that construction correctly, and even more importantly, they may understand the semantic relation that underlies its use.

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APPENDIX A

Categories and some verbs in each one

The lists are not intended to necessarily restrict each verb to a particular division. Overlapping is noted. The lists of course are not exhaustive.

1. Self-Inflicted. 'Do-it-to-yourself'

The subject and objects are generally thought of as being one and the same, and the subject performs the action of the verb upon itself.

afeitarse	desnudarse	lavarse
banarse	maquillarse	pintarse
cepillarse	peinarse	depilarse
ducharse	vestirse	pelarse

2. Reciprocal

The subject and object are thought of as being the same: can have the English equivalent of '-self' or 'each other'.

hablarse	mirarse	odiarse
quererse	parecerse	conocerse

3. Change

The reflexive pronoun is a semantic marker, indicating a change in the subject. The 'get' or 'become' reflexive. Ex: 'Juan está enojado' can be restated as 'Juan se enoja'.

A. Animate subjects

1. Position

levantarse	arrodillarse	acostarse
sentarse	echarse	moverse
caerse	agacharse	bajarse

2. Mood (Emotion or mental state)

enojarse	aburrirse	despertarse
enfadarse	olvidarse	enamorarse
alegrarse	sorprenderse	entristecerse
divirtirse	desmayarse	asustarse

3. Civil or legal status

casarse	separarse	divorciarse

4. Health or physical being

enfermarse	curarse	enfriarse
operarse	resfriarse	calentarse

B. Inanimate subjects

oxidarse	abrirse	acabarse
derrumbarse	pudrirse	descomponerse

4. Consumer

The use of the reflexive pronoun signals the consumption of an implied quantity.

comerse	tomarse	fumarse
leerse	tragarse	aprenderse

5. Interest

The reflexive pronoun is an indicator of the subject's interest. Does not relate to the idea of an implied quantity.

comprarse	venderse	traerse
gastarse	llevarse	construirse
ganarse	gastarse	

6. Optional

The verb means the same thing whether or not it is used reflexively.

desayunarse	reírse (literal)
morirse (literal)	sonreírse

7. Reflexive Only

The reflexive pronoun is part of the verb and there is no non-reflexive counterpart.

quejarse	arrepentirse	dignarse
jactarse	atreverse	enterarse

8. Change of meaning

Every verb we include here has a non-reflexive counterpart with an entirely different meaning.

reírse	parecerse	
acordarse	decidirse	ırse
marcharse	referirse	quedarse
morirse (figurative)		

APPENDIX B

EXERCISES AND ACTIVITIES

These exercises and activites should take place after the students have had sufficient paradigm practice.

We have offered only examples for each type of drill or exercise. These can be expanded and/or adapted for each individual teaching situation, according to level and type of instruction, and vocabulary known to students.

POINTS OF DEPARTURE

EXERCISE A- intended to emphasize 'do-it-to-yourself' constructions

This may be an oral or written exercise. The student should be encouraged to answer in various ways, choosing 'se' constructions as well as others. Specific cues can be added if the instructor chooses to structure the drill more closely. For examples, if in number 5 below the student answers, "Va a usar acetona," the teacher can continue to question the student or other students getting unique responses. "Va a pintarse las unas" might be one of these. Hence, the students will realize that non-reflexive as well as reflexive constructions are appropriate in certain responses, depending upon the verb chosen.

1. Juan invitó a María a un baile muy elegante.
   ¿Qué va a hacer María antes de salir?

2. Juan no quiere tener una barba tan larga.
   ¿Qué va a hacer Juan?

3. A María no le gusta tener los dientes sucios.
   ¿Qué tiene que hacer después de comer?

4. Juan tiene sueño. Antes de acostarse, ¿qué va a hacer para prepararse?

5. María quiere cambiarse el color del esmalte de las unas.
   ¿Qué va a hacer Maria?

EXERCISE B - also to emphasize 'do-it-to-yourself' constructions. We sugguest the drill be oral. Again, the constructions can be reflexive or non-reflexive.

1. ¿Qué haces cuando te levantas?
2. ¿Qué hace Juan después de bañarse?
3. ¿Qué haces antes de acostarse?
4. ¿Qué hace Ud. para quitarse la barba?
5. ¿Qué haces si estás sucio?
6. ¿Qué hace tu mamá cuando tiene el pelo desarreglado?

EXERCISES C AND D: intended to emphasize the 'change' constructions. Each type of 'change' is not practiced separately, but rather, the entire concept of the 'se' construction for change is highlighted. Either drill may be oral or written. In both, reflexive or non-reflexive constructions may be used. Students should be instructed to answer in more than one way.

EXERCISE C

1. Jorge era soltero antes de ayer. Hoy está casado.
   ¿Qué hizo Jorge ayer?
2. Pedro estaba sentado. Ahora está levantado.
   ¿Qué hizo Pedro?
3. María estaba bien. Ahora está enferma.
   ¿Qué le pasó a María?
4. Juan estaba contento. Ahora anda de mal humor.
   ¿Qué le pasó a Juan?
5. Anita tenía frío. Ahora tiene calor.
   ¿Qué le pasó a Anita?

EXERCISE D

1. ¿Cómo te sientes cuando alguien te insulta?

2. ¿Qué te pasa cuando comes demasiado?

3. ¿Qué te pasa cuando tomas una botella de vino?

4. ¿Qué haces cuando termina la clase?

5. ¿Qué te pasa cuando vas a una fiesta?

EXERCISE E- contrasts reciprocal and non-reciprocal constructions. The student is instructed to use either 'mirar' or 'conocer', in either type of construction. Since the choice is limited, this exercise may be written or oral.

Juan ve a una chica bonita en el parque. El se sienta en un banco y desde allí, la _____. Un rato después, él se da cuenta de que ella lo _____ también. Durante media hora ellos _____fijadamente. Entonces, Pablo, un chico que _____a los dos, pasa y los presenta. Y por fin, los dos_____.

EXERCISE F - intended to emphasize the reciprocal and change constructions. It is best adapted to written form. The student is instructed to use the correct form of the indicated verb, in either a 'se' or non-'se' construction, as best fits the situation.

Después de (conocer), Juan y María (enamorar) y después de (salir) juntos durante tres años, ellos (querer) mucho y deciden (casar). Los padres de los dos jóvenes (alegrar) al oir la noticia. Todo (parecer) estar perfecto. Los recién casados están contentos. Después de un ano, María da a luz a un varón que (parecer) a su papá. Pero ellos empiezan a tener problemas económicos. Juan (enojar) cuando (enterar) de cuanto dinero María gasta. Desafortunadamente, los dos (separar). María (entristecer) tanto que (enfermar). Al ver eso, Juan (reunir) con María y los dos deciden tratar de resolver sus problemas matrimoniales.

EXERCISE G - meant to emphasize the consumer and dative of interest constructions. The student is instructed to use the proper form and construction for the three verbs 'llevar', 'comer' and'comprar'. This exercise is easily adapted for oral or written practice.

A Juan le gustan mucho _____manzanas. En casa siempre _____muchas frutas. Un día no pudo encontrar ni una manzana en casa para _____. Decidió ir al mercado para _____más. En el mercado _____dos kilos de peras y un kilo de manzanas. La criada no estaba allí para _____las frutas a casa. Por eso, Juan _____las frutas a casa el mismo. Al llegar, se sentó y _____tres manzanas y dos peras.

EXERCISE H - an example of a drill contrasting 'se' and non-'se' constructions. The choice is very restricted, in this case, the student must supply the third person singular of either 'lavar' or 'lavarse'. This can be adopted for different verbs and different 'se' constructions to be contrasted with their non-reflexive counterparts.

Enrique se lava.

1.Enrique _____las manos.
2.Enrique_____el perro.
3.Enrique_____la ropa.
4.Enrique_____el pelo.
5.Enrique_____él sólo.

EXERCISE I- intended to give written practice for the 'change of meaning' constructions. Students are asked to write the correct form of the verb, according to the intended meaning of the sentence.

1. (quedar/quedarse) Juan _____en la esquina.
2. (parecer/parecerse) La nena ___mucho a su mamá.
3. (marchar/marcharse) Los soldados ___ en el desfile.
4. (poner/ponerse) Anita ___el sombrero en la mesa.
5. (acordar/acordarse) El profesor no ___ de sus viejos alumnos.

There is no specific exercise for verbs only having reflexive constructions, (i.e. 'jactarse') since these can be learned as vocabulary items, and practiced separately in paradigm practice, vocabulary drill, and situational dialogues, as appropriate.

EXERCISE J - is a situational dialogue. The students are given a specific context. Depending upon the level of the group, the situation may be tightly or loosely structured. The example below is only a sample of how this can be achieved. The questions and answers are only one possible set of responses to the exercise. The activity lends itself well to small group work, and can be used for class presentation.

Situation: Un reportero está entrevistando a una persona que estaba aislado por mucho tiempo en un desierto.

(We include possible answers for 'el hombre')

Reportero: ¿Cuánto tiempo paso Ud. allí?

Hombre: Tres semanas
(cuatro meses, dos meses, etc.)

R: ¿Cuál es la primera cosa que hizo Ud. al volver?

H: Me bañé y me vestí en un traje nuevo.
(Me comí un bistec enorme, etc.)

R: ¿Cómo se siente Ud.?

H: Me alegro de estar aquí.
(Estoy contento de estar con mi familia, etc.)

R: ¿Qué pasó cuando Ud. vió a su mujer y a su familia?

H: Me eché a llorar.
(Lloré; grité de alegría; nos besamos mucho; etc.)